

# Newsletter of the Society for the Teaching of Psychology

Fall 2008

<http://teachpsych.org>

Acting Editor: Jeff Stowell

## Serving Our Mission and Our Members Janet F. Carlson



Beginnings (and endings) often pose a challenge for me. First impressions tend to fix themselves quickly as lasting impressions. So I would like to mark the beginning of my presidential year by posing a challenge for all of you, as members of the Society for the Teaching of Psychology. That challenge is to expand membership in the Society. For reasons that will become evident as you read on, I have christened this initiative the *Just One* challenge. Although I identified this goal within the presidential vision I presented at the Business Meeting in Boston, this initiative/challenge is best met by a concerted effort carried forward by all current STP members and sustained for many months. After all, the members know the Society best and what it has to offer, and many hands make light work.

My hope and expectation is that each of you will look for and seize upon one opportunity to bring one additional teacher of psychology into the fold. I suspect that this challenge will be more difficult than it might appear on its surface – after all, I did set the goal at *Just One* new member! And you have a whole year to succeed! I am not challenging you to bring in legions of fellow faculty members – *Just One* will be great. I am challenging you to keep in mind the many benefits of STP membership – not solely the benefits you use, but all of them. Then, be on the lookout for a fellow teacher of psychology whose words or actions indicate that he or she would profit from associating with STP. Here are some ways you might proceed: (1) invite the newest member of your department's faculty to have lunch or coffee, discuss teaching; afterwards, reflect on his or her candidacy and – if appropriate – follow up with an email that includes the url to our homepage; (2) as you prepare to submit a proposal to a teaching conference or next year's APA conference, find a way to add a teaching colleague's work to the project; planning your submission early makes this approach far easier; (3) notice the teaching awards given by other organizations or APA divisions to which you belong and read the biographies of awardees; for the one with whom you resonate most profoundly, send a congratulatory note and sing the virtues of STP.

This brings me to another of my initiatives, expanding STP member involvement. Of course, the *Just One* ini-

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tiative described above is all about member involvement. In carrying out their mission, I expect that many current members will find it necessary to visit the website to refresh their recollections of the numerous benefits of membership, which they will use to inform a prospective member. At the same time, these current members may recognize opportunities for involvement that they wish to pursue. Beyond these likelihoods, however, I promise to be vigilant in seeking to empanel task forces and working groups that include new perspectives from new and diverse members. As readers should know by now, one of the major objectives of restructuring the Society is to provide more opportunities for member involvement. The new structure, with its five functional domains, provides for several new elected positions. Implementation of the new structure can begin only if (and only after) the STP membership approves the Bylaws revisions. The revisions are posted online for your review and consideration. President McCarthy will call for a vote by the membership soon, so please stay tuned for further information on this vital matter.

And this brings me to a third initiative I have identified – to improve communication with STP members...

(Carlson continued from p. 1)...

through increased transparency of STP procedures and processes. As the Society has expanded its services over the last decade or so, many of us involved in its governance have recognized a growing need to write things down in order to depend less on individual people and their individual recollections of how we normally transact our business. After many years of development, our written Policies and Procedures were posted to the website earlier this year, thanks in large measure to the tenacity of several previous STP presidents. I believe this was an important first step towards achieving greater transparency, which I believe is critical for better informing and more completely inviting member participation.

A final presidential initiative involves strengthening STP's interdivisional relationships. Stronger interdivisional connections will allow us to capitalize on human and financial resources that may be under-utilized currently, and will position us to serve our mission more completely by promoting effective teaching and recognizing teaching excellence under any auspices. Many STP members belong to other divisions of APA, too, and teaching unites many academic types within the broader scope of APA. Apart from hoping to bolster our membership numbers with outreach to other divisions, I hope we can identify more common ground that facilitates meaningful and productive conversations.

Thematically, I view my presidential year as one that will involve "serving our mission and our members," through individual, collective, and collaborative efforts. I am thrilled by the prospects ahead (if also somewhat apprehensive) and to be working among so many like-minded souls. Particularly as I am about to fledge, I am so grateful for the support and patience of President McCarthy, whose leadership of the Society has been stupendous and whose mentorship of me has been stellar.

**Call for Nominations**  
**American Psychological Foundation**  
**Charles L. Brewer Distinguished**  
**Teaching of Psychology Award**

The American Psychological Foundation (APF) invites nominations for the APF 2009 Charles L. Brewer Distinguished Teaching of Psychology Award, which recognizes an outstanding career contribution to the teaching of psychology.

The awardee receives a plaque, \$2,000, and a two-night, three-day, all-expense-paid trip to the 2009 American Psychological Association (APA) Convention in Toronto, where the award will be presented, and they will be invited to give a special address.

**Nominees will be rated on the following dimensions**

- Demonstrated influence as a teacher whose students became outstanding psychologists: names and careers of nominee's students and evidence of influence as a teacher of them.
- Development of effective teaching methods and/or teaching materials.

- Engagement in significant research or other creative activity on teaching.
- Development of innovative curricula and courses: description and sample of innovation and evidence of its successful utilization.
- Outstanding performance as a teacher in and outside the classroom: student ratings, enrollment figures, evaluative observation by colleagues, teaching awards, other forms of prior recognition.
- An especially effective trainer of teachers of psychology: description of the contributions and evidence of effectiveness.
- Outstanding teaching of advanced research methods and practice in psychology (advanced undergraduate, graduate, or other): description of classroom and mentoring roles.
- Responsible for administrative facilitation of outstanding teaching: description of administrative actions and results on teaching programs; evaluation by others of actions and results.

**Nomination process:** Nominations should include:

1. A nomination statement that describes activities showing the candidate's commitment to teaching.
2. A current vita and bibliography
3. Up to ten (10) letters of support from colleagues, administrators and former students

**Deadline:** December 1, 2008. Questions? E-mail [iramos@apa.org](mailto:iramos@apa.org) or call (202) 336-5814

**Call for Proposals**  
**Instructional Resource Awards**

The Society for the Teaching of Psychology (APA Division 2) announces the availability of up to five \$1500 Instructional Resource Awards, and issues a call for funding proposals.

Grants will be awarded on a competitive basis for projects to develop instructional resources that support the teaching of psychology. For information about the Instructional Resource Award program, visit the Society's web site at <http://teachpsych.org/members/ira.php> or contact Dr. Andrew Johnson, Department of Psychology, Park University, 8700 NW River Park Drive, Parkville, MO 64152 ([ajohnson@park.edu](mailto:ajohnson@park.edu)).

Andrew Johnson, OTRP Assistant Director for Instructional Resource Awards, is pleased to announce that Jason Young from Hunter College, NY, NY and Mary-Anne Meeks from Duluth High School, Suwanee, GA, have agreed to serve as reviewers of Instructional Resource Award grant applications for 2009-2011. The Office of Teaching Resources in Psychology would like to express appreciation for retiring reviewers Jean-Marie Bruzzese and Rob Weisskrich for their service. Jason and Mary-Anne will be joining the review committee along with the current members: Diane Finley, Elizabeth Nelson, and William Wozniak.

## Call For Proposals STP Programming at APS



Poster submissions will be accepted from October until January 30th for the APS-STP 16th Annual Teaching Institute and the APS 21st Annual Convention to be held in San Francisco, CA May 22-25, 2009. Submit

materials to the APS website at [www.psychologicalscience.org/convention](http://www.psychologicalscience.org/convention) by clicking on the link "Call for Submissions". For more information, contact Tracy Zinn at [zinnte@jmu.edu](mailto:zinnte@jmu.edu).

Distinguished talks at the Institute include

- Carol Dweck, Stanford University, "Mindsets: Implications for Teaching, Testing, and Feedback"
- Bill Buskist, Auburn University, "Can Teaching Save Psychology?"
- Tom McGovern, Arizona State University, The Virtues and Character Strengths of Teaching

STP talks during the remainder of the APS conference include

- Jean Twenge, San Diego State, "Author of Generation Me"
- Scott Lilienfeld, Emory University, "Blink" or "Think"? Teaching Students When and When Not to Trust Their Commonsense Intuitions
- Diane Halpern, Claremont McKenna College, "The Pushme-Pullme Pressure of Combining Academic Careers With Family Responsibilities"

## Call For Proposals STP Programming at the 2009 APA Convention Toronto, Canada

Mark your calendars for the APA Convention in Toronto, Canada, August 6-9, 2009. The deadline for proposals is traditionally in early December, and all proposals are submitted in electronic format via the APA website. Division 2 seeks proposals for 50 minute symposia and posters. For further information, contact Loretta McGregor, Chair of Division Two Programming for APA. Email: [lmcgregorastate.edu](mailto:lmcgregorastate.edu).



## Call for Proposals SPSP Teaching Preconference

We are now accepting proposals for the 2009 SPSP Teaching Preconference (Feb. 5th). If you would like to present a talk OR poster (teaching methods, demonstrations, or pedagogically related to social and personality OR special topics in teaching social or personality) please send us a title and 100 word abstract, by November 3rd, 2008. Looking forward to seeing you in Florida.

Regan A. R. Gurung and Kate Burns  
2009 Teaching Preconference Organizers

## APA Presidential Elections

The STP Executive Committee has voted to endorse Dr. Ronald Rozensky for 2008 APA President-elect. In making its decision, the Executive Committee reviewed and discussed all of the candidates' statements and professional records. Subsequently, the Committee voted that Dr. Rozensky's candidate statement and record demonstrate a strong commitment to education issues and most closely match Division 2's mission statement, broadly interpreted. APA will mail the ballots for the President-elect election on October 15. The Executive Committee encourages all APA members to save their ballots and to cast their number one vote for Dr. Rozensky. Details of Dr. Rozensky's biography and positions on the issues may be found at <http://www.rozenskyforapapresident.com/>



## Call for Nominations for the 2009 Teaching Awards

The Society for the Teaching of Psychology (Division 2 of the American Psychological Association) announces its 2009 program of awards for outstanding teachers of psychology. Teaching awards of \$750 and a plaque will be bestowed for outstanding performance in each of five categories: 4-year college or university (Robert S. Daniel Teaching Excellence Award), 2-year college (Wayne Weiten Teaching Excellence Award), high school (Mary Margaret Moffett Memorial Teaching Excellence Award), first 5 years of full-time teaching at any level (Jane S. Halonen Teaching Excellence Award), and graduate student (Wilbert J. McKeachie Teaching Excellence Award).

The deadline for submissions is January 16, 2009. For more information on specific criteria and what materials to submit, visit <http://teachpsych.org/members/awards.php> or contact Bryan K. Saville, Chair of the STP Teaching Excellence Committee (e-mail: [savillbk@jmu.edu](mailto:savillbk@jmu.edu), ph: 540-568-2277)

## APA Board of Educational Affairs (BEA) Block Grants In Support of Precollege and Undergraduate Teaching Conferences

To enhance the quality of teaching and learning outcomes, the Board of Educational Affairs reviews proposals for financial support to award \$5,000 in BEA Block Grants each year.

To be considered for funding, applications must meet the following criteria:

1. the conference must advance the teaching of psychology at the secondary, 2-year, and/or 4-year level;
2. the conference must be directed by an APA member, associate, or affiliate;
3. the grant must be requested by an APA member, associate, or affiliate; and
4. the grant must be used to offset travel expenses of selected conference participants, registration fees of conference participants, and/or speaker fees.

*It is possible that conferences that have received block grants two years in a row may not be funded or may be funded at lower levels on the third consecutive application to ensure that a variety of conferences receive grants.*

Proposals for block grants will be reviewed and evaluated according to the following criteria:

1. Conference Goals and Activities. Proposals will be rated on the perceived importance and innovativeness of the conference as well as the clarity and completeness of the description of the conference objectives and activities. (A conference announcement/brochure should be submitted with the application.)
2. Composition of Target Audience. Proposals will be rated on the potential impact and suitability of content for the target audience.
3. Budgetary Information. Proposals will be rated on the clarity and completeness of the description of the conference budget, anticipated expenses, as well as confirmed and anticipated sources and amounts of funding.

Following the evaluation of the proposals, the BEA Block Grants Subcommittee will recommend monetary awards based on the availability of funds and on the quality of the applications.\*

- Applicants may be awarded up to \$1,000 during a given year. If fewer than five acceptable applications are received in a given year, the BEA may award more than one block grant (and more than \$1,000) to the same conference in that year.
- **Deadline:** Funding requests for teaching conferences in 2009 should be postmarked by **February 23, 2009**. **Please send written requests to:**

Martha Boenau  
Education Directorate  
American Psychological Association  
750 First Street, NE  
Washington, DC 20002-4242  
E-mail: mboenau@apa.org

## Implementing an Institutional Quality Review Process for Online Classes Christopher K. Randall Kennesaw State University

In early 2007, the Center for Excellence in Teaching and Learning (CETL) at Kennesaw State University was charged with designing and implementing a quality assurance process for all undergraduate online classes offered at KSU. Buoyed by the University System of Georgia and KSU strategic plans, and in response to increasing student demand, we have experienced a marked increase in the number of classes delivered online in recent years. The KSU Online Course Quality Initiative aims to promote and document quality assurance and continuous improvement in our online courses for accreditation purposes and to better meet the needs of an increasingly nontraditional student population. What follows is a brief overview of the process we adopted, including a discussion of the hurdles we are working to overcome, the benefits realized, and our plan for accommodating future growth as we continue to build our inventory of online classes.

Kennesaw State University currently enrolls more than 21,000 traditional and nontraditional baccalaureate, master's, and doctoral students. Although we only recently started tracking how many online classes we offer each term, faculty in Business, Computer Science, Nursing, and the Social Sciences have delivered courses online for many years. KSU currently offers between 110-125 online course sections in any academic semester and that number is expected to grow in response to increased student demand and student enrollment projections that far exceed the acquisition of additional brick-and-mortar classroom space. Finally, in addition to the standard tuition & fees, KSU students enrolled in an online class are assessed a supplemental tuition rate of \$100 per credit hour.

### Process:

Concerned that faculty should have a voice in the KSU Online Course Quality Initiative, CETL immediately convened an advisory committee that consisted of experienced online instructors from each college on campus. This group reviewed various rubrics for evaluating online classes and made various procedural recommendations for implementing this Initiative. After carefully considering several options including, for example, the Rubric for Online Instruction (<http://www.csuchico.edu/celt/roi/>) and Michigan Virtual University's Course Evaluator (<http://standards.mivu.org/>), the advisory committee ultimately recommended that KSU partner with the Quality Matters organization (<http://www.qualitymatters.org>). That recommendation was based primarily on the following factors: (1) the QM toolset and process are based in national standards of best practice and the research literature, (2) the QM Rubric specifically focuses on course design, rather than on course delivery or course academic content, (3) the QM process is a faculty-centered, peer-based approach to quality assurance and continuous improvement in online education, and (4) the QM organization provides immediate access to faculty development training as well as technical support for managing a peer

course review process.

Briefly, the QM Rubric consists of forty specific elements distributed across eight standards and can be used to evaluate the design of hybrid and online courses. Those eight broad standards include: Course Overview and Introduction, Learning Objectives, Assessment and Measurement, Resources and Materials, Learner Engagement, Course Technology, Learner Support, and Accessibility. Three peer reviewers evaluate each class and agreement between two out of those three determines whether or not a class meets any particular standard. To meet QM review expectations, a course must satisfy 17 essential standards and earn at least 72 out of the 85 available points on the QM Rubric. More detailed information about the history of the Quality Matters project, the QM Rubric, and the official course review process is available online at: <http://www.qualitymatters.org>.

Participation in the KSU Online Course Quality Initiative was voluntary for the 2007-2008 academic year, although faculty did receive a supplemental stipend for teaching online if they (1) completed an approved faculty development course that focused on the pedagogy of online teaching and (2) taught a class that met the QM expectations as evidence by a successful peer course review. During this period, and in partnership with the Quality Matters organization, CETL certified 184 individuals to teach online. Of those, 64 faculty completed training to serve as peer course reviewers. A total of 103 classes from across various disciplines were submitted for an internal peer review. Ultimately, 24 of those submissions met the QM standards upon initial review, 56 were revised and subsequently met the QM standards, while the remaining 31 classes failed to meet the QM standards prior to the beginning of the semester in which they were offered.

#### **Hurdles:**

Timeline: An aggressive timeline for implementation – including moving from voluntary to mandatory course review and faculty certification requirements in approximately one academic year – presented a number of obvious challenges. Faculty development, course submission, and peer course reviews occurred simultaneously. Although experienced online faculty struggled, they more easily met the accelerated deadlines than did novice online instructors. Similarly, standard templates for course organization and common course components were not available until well after the initial course submission deadlines. Fortunately, as we enter year two of this initiative, many of these issues have been resolved.

Faculty Participation: In an environment that increasingly values scholarship and creative activity, it was difficult to motivate faculty to participate in this process as peer course reviewers. The revenue generated by the supplemental tuition rate allowed us to provide peer reviewers with an honorarium of \$50 per course reviewed. Unfortunately, that level of compensation did not produce the desired effect, as evidenced by the fact that only 20 of the 64 trained peer reviewers actively participated in the process. We hope that a significant increase in reviewer compensation and an increased emphasis on the value of service in annual faculty performance reviews will increase participation this year.

#### **Benefits:**

Spillover effect. A few faculty members initially suggested that we were selectively imposing standards on their online classes while ignoring their hybrid and face-to-face classes. Although the data is anecdotal, we believe all of our classes are benefiting from this Initiative. The QM Rubric, as is the case with most of the rubrics we investigated, is based on sound instructional design principles which are not dependent on any particular course delivery method. As more faculty members participate in the initiative this year, we hope to observe an even greater impact on student learning at KSU.

Quality Assurance. As is the case at many institutions, KSU has increasingly relied on support faculty to deliver a large number of classes each term. Providing those individuals with approved, yet customizable, online courses will alleviate some of the burden we place on those individuals, especially when they are hired at the last minute. Doing so might also alleviate some of the anxiety chairs and departments routinely experience when making last minute hires and/or course assignments.

#### **Summary:**

My colleagues at KSU have slowly begun to embrace the various changes introduced by the implementation of the KSU Online Course Quality Initiative. Faculty are beginning to develop their online classes well before the semester begins and they overwhelmingly report that the process has had a positive impact on their teaching, regardless of the course delivery method. Finally, one additional benefit of this Initiative has begun to emerge.

Because it takes an extraordinary amount of time and effort to develop a quality online class, CETL piloted a collaborative program last summer that focused on a group of 10 faculty members from a single discipline. Participants in this program benefited from the collective expertise of several support groups on campus, including ITS Technology Outreach, the Multimedia Development Group, Online Learning Services, and CETL. In addition to receiving a modest stipend for developing their online class, faculty participated in training sessions on the campus-standard learning platforms, were introduced to new and emerging technologies, collaborated on both the common design and unique elements of each course, and were provided with the tools and other information to assist them in meeting the QM standards. Follow-up meetings are planned this semester to finalize course development and to facilitate the review of those online courses in spring '09.

Feedback CETL received both during and after the pilot program indicated that it was generally well-received. Based on current and projected tuition revenues, future iterations of this online course development (OCD) program should be self-sustaining and should allow KSU to expand the number of classes and programs that we deliver online without incurring significant, additional costs to the University. Ultimately, we anticipate that this collaborative course development process will benefit individuals engaged in all aspects of our distance education initiative, including the course developers, faculty trainers, full-time and support faculty, administrators, and, of course, our students.

## STP Report from the APA's Council of Representatives August 2008 Meeting

The Council of Representatives of the American Psychological Association (APA) met August 13th and August 17th, 2008 in Boston, MA. Dr. Alan Kazdin, President of APA, chaired the meeting. Below are some of the business items of interest to members of the Society for the Teaching of Psychology (STP), Division 2 of APA.

Dr. Norman Anderson, Chief Executive Officer of APA, reported on several ongoing initiatives. The APA strategic planning process continues through its early stages. Part of the process of strategic planning involves the development of a mission statement. Council approved a new mission statement: "To advance the creation, communication, and application of psychological knowledge to benefit society and improve people's lives."

Dr. Anderson announced two awards recently received by APA. The APA building (750 First Street, NE) received the Office Building of the Year in Washington, DC Award for excellence in building management, operational efficiency, and community impact. *CIO Magazine* listed APA as one of its top 100 organizations for effective information technology. This award was primarily for the PsycNet Platform.

Dr. Anderson reported that interviews for a Chief Diversity and Inclusion Officer will commence in the fall.

Finally, Dr. Anderson introduced a video demonstration of the updated APA Website that is close to being rolled out to the public. Computer demonstrations will be available to both Council members and convention attendees.

Dr. Paul L. Craig, APA Treasurer, and Mr. Archie Turner, Chief Financial Officer, reported on APA's financial status. The 2007 budget contains an approximately \$700,000 surplus. However, due to a shortfall of dues and lower than expected sales of the *APA Publication Manual*, the 2008 budget contains a possible \$1M deficit. The proposed 2009 budget of approximately \$115M contains a projected \$721,000 surplus. Overall, the financial status of APA is good.

Consistent with prior Council actions to institute the practice of increasing the APA base member dues annually by an amount linked to the consumer price index for all urban consumers, Council approved an \$8 member dues increase from \$279 to \$287 for the 2009 dues year. Members of the American Psychological Association of Graduate Students (APAGS) will experience a \$1 increase from \$51 to \$52. Journal subscriptions for members will increase approximately 2%. Council also approved a \$30 increase in convention registration fees for the 2009 convention in Toronto.

Council voted to approve the five new fellows nominated by Division 2: Dr. Stephen L. Chew, Dr. Lee M. Cohen, Dr. Regan A. R. Gurung, Dr. Bryan K. Saville, and Dr. Steven A. Meyers.

Council voted to receive the report of the BEA Task Force for Strengthening the Teaching and Learning of Undergraduate Psychological Sciences. This report identifies developmentally appropriate competencies for un-

dergraduate psychology courses that serve as benchmarks of student success as students progress from their first course through degree attainment, along with models of "best practices" for teaching, learning, and assessment. The report will be disseminated as a teaching resource related to current APA policy contained within the *Guidelines for the Undergraduate Psychology Major*.

Other Task Force reports officially received by Council were: Evidence-Based Practice with Children and Adolescents, Gender Identity and Gender Variance, Institutional Review Boards and Psychological Science, Mental Health and Abortion, Recommending Changes to the 2009 APA Convention that would Appeal to Scientists, and Resilience and Strength in Black Children and Adolescents.

Council approved funding for a sustained contribution of psychology to the revision of the Mental Health chapter of the International Classification of Diseases and Related Disorders (ICD). This funding provides for a full time psychologist consultant to work with the core revision team in the World Health Organization (WHO) in anticipation of the completion of the ICD revision in 2012.

Council approved the inclusion of \$60,000 per year for four years (2009-2012) to fund the pilot testing of APA Accomplishment Reports to enhance membership recruitment, retention, and engagement. (Segments of specific membership groups will receive online communications [Accomplishment Reports] directly before receiving membership renewal notices. The retention rate of each group will be monitored over a three-year period to assess the effects of the Accomplishment Reports on retention.)

Two divisions proposed sponsorship of new journals. Division 14, Society for Industrial and Organizational Psychology, requested authorization to publish *Industrial and Organizational Psychology: Perspectives on Science and Practice*. Division 56, Trauma Psychology, requested authorization to publish *Psychological Trauma: Theory, Research, and Practice*. Council approved both requests.

Council approved the inclusion of \$20,000 in the 2009 Preliminary Budget to fund hotel accommodations for the primary representative of each division attending the Division Leadership Conference. (In the past, APA has covered only the travel expenses of representatives. Hotels and local transportation have been reimbursed by divisions.)

Council approved, as APA policy, a Resolution on Transgender, Gender Identity, and Gender Expression Non-Discrimination. The resolution can be found on the APA Website at <http://www.apa.org/pi/lgbc/policy/transgender.pdf>

The American Psychological Foundation (APF) recognized Harry and Miriam Levinson for their generous contributions and announced a new grant and scholarship in their names.

Division 46 (Media Psychology) announced their 2008 media awards for broadcast and print media. Dawn Fratangelo (NBC) and Barbara Meltz (*Boston Globe*), respectively, received those awards.

President Kasdin presented Presidential Citations to Dr. Norman Abeles, Dr. Annette M. La Greca, and Dr. David Baker.

Council approved funding for two presidential initiatives advanced by President-elect Dr. James Bray: 2009 Presidential Summit on the Future of Psychology Practice and the 2009 Presidential Task Force on the Future of Psychology Practice.

Council presented the Raymond D. Fowler Award to Dr. Charles L. Brewer, long-time Division 2 fellow and leader, for his enhancing the quality of education in psychology and for his contributions to the discipline of psychology and to APA.

For more APA council news (By-laws amendment to allow minority associations voting seats on Council, and Results of petition ballot on detainee settings), see the STP members-only web site at <http://teachpsych.org/>

Respectfully Submitted,

David E. Johnson

Margaret A. Lloyd

Division 2 APA Council Representatives

### **A New STP Governance Structure David E. Johnson Chair, Restructuring Task Force**

This year is a presidential election year in the U.S. Millions of voters go to the polls and cast their ballots for their choice of a new administration. This fall, ballots may also be cast by STP members for a new governance structure (see insert in this issue). Revised bylaws describe the proposed structure that the Executive Committee approved this past summer. Now, STP members will vote to approve those bylaws.

A little history is in order. Over the years, STP's Executive Committee grew to 19 individuals rendering decision-making processes and long-range planning unwieldy. In the fall of 2006, President-Elect, Bill Buskist, proposed the development of a Restructuring Task Force to investigate possible ways to make STP more efficient. Specifically, Dr. Buskist charged the task force to examine the current infrastructure of the Society, determine its suitability for sustaining the current growth of its programs, and develop a set of recommendations for improving the organizational structure and functioning of the Society. Linda Noble and I co-chaired the task force until November of 2007 when Linda had to leave the task force due to new professional duties. The task force members included Ted Bosack, Bill Hill, Mary Kite, Maureen McCarthy, Tom Pusateri, and Elizabeth Swenson.

In May, 2008 the Executive Committee of STP voted to endorse the task force's proposed governance structure. Since that time, the task force revised the bylaws to reflect the approved changes. What are those changes? What does the new structure look like?

One of the problems encountered with the old system revolved around the size of the Executive Committee (EC) whose members voted on all official business of the organization. Over the years this group grew to 19 members. The new system reduces the size of this group from 19 to 10. The proposed EC still contains the President, Past-President, President-Elect, Secretary, and Treasurer. However, the proposed bylaws provide for five Vice-Presidents (VP) who each have responsibility for a functional area of STP. The VPs will be elected by the membership of STP. The functional areas, which were primar-

ily developed from STP's Mission Statement, are as follows:

- Teaching Resources
- Programming
- Recruitment, Retention, & Public Relations
- Recognition & Awards
- Diversity & International Issues



Almost all other committees of STP will continue to function as before, but each will be represented by one of the VPs listed above. Two standing committees will be disbanded under the new plan (Publications and Long-Range Planning). The new EC has many advantages over the old one. It is almost half as large, which should make formal decision-making less cumbersome and more efficient. It also increases the number of EC positions that are elected by the membership.

On behalf of the Restructuring Task Force and the Executive Committee, I urge you to review the revised bylaws, complete your ballot, and send it in before the deadline.

### **STP Call for 2009 Leadership Nominations**

The Society for the Teaching of Psychology requests nominations for three key leadership positions: the office of President-elect, the office of Vice President for Diversity and International Issues, and the office of Vice President for Recruitment, Retention, and Public Relations.

The individual elected to the office of President-elect will work with the incumbent as President-elect beginning January 1, 2010 and assume the office of President on January 1, 2011. Presidents serve 1-year terms and are responsible for furthering the mission of the Society. The President chairs the Society's Executive Committee and recommends appointments to Society committees, task forces, and ad hoc working groups.

*The Society is currently undergoing restructuring of its leadership infrastructure, and the two vice president positions will become available pending approval of the proposed new Society bylaws by the Society membership.* Voting on the proposed bylaws will occur later this fall. The individuals who are elected to the two vice president positions will assume duties on January 1, 2010 and serve in their respective posts through December 31, 2012.

The individual who is elected to the office of Vice President for Diversity and International Issues shall oversee and assess all Society activities related to diversity and international issues, including, but not limited to, diversity in membership, integration of diversity and international psychology into the curriculum, hiring and retaining a diverse faculty, and attracting members of diverse groups to psychology as a major and a profession.

The individual who is elected to the office of Vice President for Recruitment, Retention, and Public Relations shall oversee the planning, implementation, and evaluation of all Society recruitment and public relations efforts.

Please think carefully about Society members who could lend their expertise and dedication to these offices. Nominees must be Fellows or Members of the Society. Send your nominations to Bill Buskist at [buskiwf@auburn.edu](mailto:buskiwf@auburn.edu) by January 9, 2009



APA NATIONAL CONFERENCE ON

## Undergraduate Education in Psychology *Blueprint for the Discipline's Future*

University of Puget Sound • Tacoma, WA • June 22-27, 2008

### NCUEP Report Psychology Teachers Address Critical Issues in Undergraduate Education

In June 2008, eighty psychology teachers attended the 2008 APA National Conference on Undergraduate Education in Psychology at the University of Puget Sound. Designed as a working conference, the purpose of the meeting was to craft a blueprint for undergraduate education in psychology. The Board of Educational Affairs (BEA) Steering Committee for the National Conference on Undergraduate Education in Psychology spearheaded this meeting and outlined nine critical issues in higher education that served as framework for the conference. Members of the BEA steering committee include Diane Halpern, PhD, (chair); Bernard Beins, PhD; William Buskist, PhD; Bettina Casad, PhD; Wallace Dixon, PhD; Yolanda Harper, PhD, Mary Kite, PhD; and Pat Puccio, EdD. Charlie Blair-Broeker serves as a liaison for precollege psychology and Courtney Rocheleau, PhD, serves as a liaison representing the early teaching career perspective. Charles Brewer, PhD, and Barry Anton, PhD, serve as liaisons from the APA Board of Educational Affairs and the APA Board of Directors, respectively.

The response to the call for participants for this meeting was incredible. More than 200 psychology teachers submitted applications to attend this national meeting, but only about 50 teachers could be invited to attend this meeting because of limited space and funding. In light of these limitations, the steering committee invited psychology teachers from a broad cross-section of precollege and undergraduate institutions, including community colleges and research universities. Participants were assigned to nine working groups, with each group drafting a response to a major question about the future of undergraduate education in psychology. The steering committee felt that these questions needed to be addressed in order to create a world-class educational program that prepares students for a highly technical workforce, global citizenship, and advanced study in a wide range of fields.

In addition to responding to a critical question, each group listed recommendations for all of the stakeholders in higher education, including students and their parents, faculty, administrators, funding agencies, policy makers, and accrediting commissions. A full report of the participants' deliberations will be published by APA in 2009. To see a brief summary of each group's response, login to the members-only area of the STP web site, click on "Publications", then "NCEUP Summary".

During the conference, new themes emerged and debates were held that addressed critical issues in higher education. Grade inflation was one of the debate topics that received national attention. Recently, Maureen

McCarthy, President of Division 2, was quoted in an article that appeared in the Chronicle of Higher Education. Diane Halpern has written several articles on the results of the conference and receives weekly requests for the recommendations emanating from the deliberations of the nine working groups. Presentations will be made this fall and next spring regarding these deliberations and preliminary recommendations.

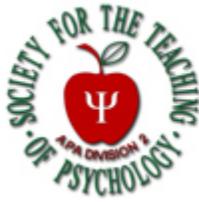
The BEA Steering Committee for the 2008 APA National Conference on Undergraduate Education in Psychology thanks the Society for the Teaching of Psychology for its generous financial support. The steering committee is most appreciative of the huge investment of resources provided by the University of Puget Sound, one of the major contributors to this conference. The steering committee also is appreciative of the funding received from the National Science Foundation, the APA Education Directorate, Psi Chi, the American Psychological Foundation, NEPA, SWPA, the Assembly of Scientist-Practitioner Psychologists and Divisions 10, 17, 18, 20, 35, 53. The steering committee looks forward to disseminating the results of the conference and to sharing these results with conference sponsors and supporters.

Robin Hailstorks, PhD, APA

Diane Halpern, PhD, Claremont McKenna College

### APA Psychology Department Program (2008-2009)

APA's Psychology Department Program provides access to the APA's many teaching and advising publications as well as subscriptions to APA magazines and newsletters for departments at a price of \$300.00 per year. The 2008-2009 program includes the new editions of *Psychology as a Major: Is It Right for Me and What Can I Do With My Degree?*; *Graduate Study in Psychology: 2009*, *Favorite Activities for the Teaching of Psychology*, the *Careers in Psychology* video, three complimentary student affiliate memberships, in addition to subscriptions to the *Monitor*, *gradPSYCH*, the *Psychology Teacher Network*, and *The Educator*. Your department can also receive **PDP-NEWS**, an online news source for psychology faculty and students. APA also provides a link to participating psychology departments on the APA Web site. For more information, visit <http://www.apa.org/ed/pcue/psydeptprog.html>.



**OTRP Update**  
**Ruth Ault, Director**

I am pleased to announce that David Kreiner, (Professor of Psychology, University of Central Missouri) has become the OTRP Assistant Director for Department Consulting Services, taking over from Tracy Zinn. Tracy co-coordinated the service with Martha Boenau from APA for the past three years, and STP extends a warm thank-you to her. Under Tracy's leadership this past year, 12 departmental consultant requests were processed.

Five new main resources have been posted since the last newsletter.

1. Diversity Related Bibliography and Resources (2008) by Ryan Rominger & Akhila Kolesar (Institute of Transpersonal Psychology)
2. A Self-Scoring Exercise on APA Style and Research Language (2008) by Marilyn Freimuth (The Fielding Graduate University).
3. A Student-Faculty Research Agreement (2007) by Miguel Roig (St. John's University)
4. The Development of Sexual Orientation: A Teaching Resource (2007) by Lynn A. Elmore [2006 IRA winner] (Hartwick College)
5. Enhancing the Physiological Psychology Course through the Development of Neuroanatomy Laboratory Experiences and Integrative Exercises (2008) by Steven A. Lloyd (North Georgia College & State University)

STP thanks for following individuals for reviewing these submissions: Bill Addison, Suzie Baker, Barney Beins, Renee Boburka, Ellen Bratslavsky, Patrick Dolan, Ken Elliott, Dennis Goff, Cheri Jacobs, Karen Jennings, Annette Kluck, Linh Littleford, Joe Melcher, Sandie Pace, Ed Palmer, April Phillips, Frank Scalzo, Tim Shearon, David Simpson, and Robert Wildblood.

After developing suitable criteria, the Project Syllabus group has begun labeling syllabi with four special indicators: having diversity content, being graduate level (or mixed graduate-undergraduate), being for an online course, or being for a hybrid course (mixed online and traditional classroom). We hope such designations will enhance users' ability to find the examples they need.

New syllabi posted this year include the following:

"Community Psychology" by Courtney Ahrens (California State University at Long Beach); "Infant & Child Development" by Elaine Barry (Penn State Fayette, The Eberly Campus); "Psychology & Law" by Bette Bottoms (University of Illinois at Chicago); "Seminar in Social Psych; Children, Psychology, & Law" by Bette Bottoms (University of Illinois at Chicago); "Advanced Social Psy-

chology: Emotion" by Christina Brown (Miami University – Ohio); "Research Methods" and "Research Methods Online" by Adam Carle (University of North Florida); "Culture & Psychology" by Michael Caruso (University of Toledo); "Cognitive Development" by Gail Gottfried (Pitzer College); "Introduction to Social Psychology" by Richard Harnish (Pennsylvania State University - New Kensington); "Social Influence & Persuasion" and "Writing for the Social Sciences" by Jean Mandernach (Park University); "Teaching Practicum" by Beth Morling (University of Delaware); "Theories of Personality" by Craig Platt (Franklin Pierce University); "Culture & Mental Health" by Vaishali Raval (Miami University); "Multicultural Psychology" by Lori Simons (Widener University); "Critical Thinking & Writing in Psychology" by Jeanne Slattery (Clarion University); "Health Psychology" by Bianca Wilson (California State University at Long Beach).

STP thanks for following individuals for reviewing these submissions: Sue Frantz (OTRP Associate Director for Project Syllabus), Suzie Baker, Ruth Frickle, Michelle Haney, Rick Harnish, Dave Kreiner, Sherry Lantinga, Margaret Launius, Rory McElwee, Robin Morgan, Cecilia Shore, Jeanne Slattery, and Beth Venzke.

Four Instructional Resource Awards were made (see page 11). The review team consisted of Andrew Johnson (OTRP Assistant Director for IRAs), Jean-Marie Bruzzese, Diane Finley, Elizabeth Nelson, Rob Weisskirch, and William Wozniak.

**2008 Report of the Task Force on  
STP Teaching Resources**  
**Ruth Ault, Chair**

Maureen McCarthy (President) appointed a Task Force on STP Teaching Resources and asked it to "consider the broad offerings of the Society and how we might expand our offerings as THE organization devoted to the teaching of psychology." Membership consisted of Ruth Ault (Chair), Alisha Francis, Sue Frantz, Eric Landrum, Robin Morgan, Tom Pusateri, Meera Rastogi, and Lonnie Yandell.

The Task Force considered 10 possible new directions and recommended to the Executive Committee at the August meeting that three of these possibilities be pursued in the near future: starting a wiki (beginning by appointing a person to oversee the project and by designating an implementation group), collaborating with APA on their Online Psychology Lab (OPL) project, and posting peer-reviewed podcasts or videolectures. If you would be interested in being involved in any of these new directions, please contact Ruth Ault at [ruault@davidson.edu](mailto:ruault@davidson.edu).

## Diversity Committee Update

This past year, the diversity committee focused on integrating diversity into the curriculum. We define cultural diversity to include race, ethnicity, gender, sexual orientation, age, religion, socioeconomic background, and physical ability.

We have added the following resources to our website (<http://www.teachpsych.org/diversity>).

1. Diversity-related and diversity-infused resources for instructors who teach different areas of psychology (e.g., developmental, physiological, personality, research methods, social, statistics). These resources include textbooks, films/videos, articles, podcasts, and websites.
2. Annotated bibliographies of resources relating to 20 cross-cutting diversity issues (in collaboration with the APA Presidential Taskforce on Diversity Education).
3. Exemplary syllabi for diversity content (in collaboration with OTRP Project Syllabus).
4. References and summaries of diversity related articles published in TOP from 1975-2006.

As always, please consider sharing with us diversity-related resources that you have found helpful in your teaching. We also welcome suggestions you might have for the committee ([lnittleford@bsu.edu](mailto:lnittleford@bsu.edu)).

Current committee members: Susan Goldstein, Regan Gurung, Kelley Haynes, Linh Nguyen Littleford, and Meera Rastogi.

## GSTA Update

My name is Rachel Rogers, and I have been proud to serve this past year as the chair of the Graduate Student Teaching Association (hosted by the University of New Hampshire). One of our main initiatives was a membership drive, headed by Associate Chair Mike Faber (PhD candidate at UNH). I am happy to report we were quite successful increasing new membership by 60 percent. I would like to welcome all new members to GSTA and STP!

I am pleased to introduce to you the new chair of the GSTA, Bethany Fleck (Ph.D. candidate at UNH). Bethany has been actively involved in the GSTA since it has been hosted by the University of New Hampshire. This past year she served as Associate Chair in charge of special initiatives. Her main project was developing an online GSTA Clearinghouse which links you to information on the teaching of psychology. I am excited to direct you to the clearinghouse which can be viewed at <http://gstaclearinghouse.blogspot.com/>.

Bethany will now complete our newsletter, introducing the GSTA goals for this year. I would like to thank you for the opportunity to serve in the GSTA and STP and I look forward to continuing work together.

Thank you, Rachel. Rachel has set such a high standard. I am excited to serve as the GSTA chair and I am



confident we will have a productive year. Our initiatives include continuing the membership drive, adding sources to the online GSTA clearinghouse, and increasing contact and communication between our officers and regional representatives. I would like to especially encourage any members who are interested in becoming more involved in the association to contact me.

Thank you to all our members and supporters,  
Rachel Rogers & Bethany Fleck  
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10 Library Way  
Durham, NH 03824  
GSTA email: [gsta@teachpsych.org](mailto:gsta@teachpsych.org)

## Joining or Renewing Membership in STP for 2009

Dues for 2009 are \$15 for students, \$25 for nonstudents, and \$15 for retirees.

Renewal notices for 2009 have been mailed to STP members who are not members of APA or who are APA affiliates (PT@CC, TOPSS, APAGS, International). These members may also renew online via PayPal at the STP web site (<http://teachpsych.org>).

APA members should check their 2009 APA dues statement to verify that Division Two appears on the statement. APA members should not use PayPal to renew membership; but they may use PayPal to join STP.

To join STP visit <http://www.teachpsych.org>. Contact [stp@teachpsych.org](mailto:stp@teachpsych.org) if you have any questions about your STP membership status.

## STP Newsletter Online!

An electronic (PDF) version of the newsletter will be available to all members in the members-only area of the web site. Members will also continue to receive the printed version of the Society's newsletter unless they opt out by checking the box found through the "Update Options" link within the membership-only area of the web site.

## Notify STP of Mail/Email Address Change

If you are a member of STP and your mailing address and/or email address is changing, or you have any membership-related questions or comments, please contact Ted Bosack, STP Executive Director, by email at [stp@teachpsych.org](mailto:stp@teachpsych.org) or by phone at 401-865-2612.





### 2008 IRA Award Winners

- Using Literature to Teach Psychology. Denise Bane, Bloomfield College
- Mastering APA Style: Demonstrating How to Implement APA Style Rules in Microsoft Word 2007. B. Jean Mandernach, Park University
- Development and validation of an instrument measuring student preparedness for undergraduate statistics. David Richard, Rollins College
- It's About Time: Understanding the Psychology of Climate Change., Heidi Wayment, Northern Arizona University

Thanks to the selection committee composed of Andrew Johnson (Chair), Jean-Marie Bruzzese, Rob Weisskirch, Diane Finley, Elizabeth Nelson, and William Wozniak

### 2008 STP Teaching Award Winners

Robert S. Daniel Teaching Excellence Award  
(4-year college or university)  
Jane Sheldon, University of Michigan-Dearborn

Wayne Weiten Teaching Excellence Award  
(2-year college)  
Kimberly Duff, Cerritos College

Mary Margaret Moffett Memorial  
Teaching Excellence Award  
(high school)  
Marjorie Kain Cole, Kellam High School,  
Virginia Beach, VA

Early Career Teaching Excellence Award  
(first 5 years of full-time teaching)  
Scott Bates, Utah State University

Wilbert J. McKeachie Teaching Excellence Award  
(graduate student)  
Jared Keeley, Auburn University



Left to right: Scott Bates (Early Career), Kimberley Duff (Weiten), Jane Sheldon (Daniel), Jared Keeley (McKeachie), Marjorie Kain Cole (Moffett), and Bryan Saville (Awards Committee Chair)

### 2008 STP Presidential Citation

STP honored Dr. Jane Halonen for her contributions to the teaching of psychology at their Business Meeting at the APA meeting in Boston.

Psychology professor, author, and critical thinking expert Jane S. Halonen is dean of the College of Arts and Sciences at the University of West Florida. Renowned throughout academia for her efforts to improve student learning, she is the recipient of the 2000 American Psychological Foundation Award for Distinguished Teaching and was named an "Eminent Woman in Psychology" by the APA in 2002. President McCarthy stated that she wanted to bestow the citation for outstanding contributions to the Society for her leadership, scholarship, and mentoring at a national and international level which served to inspire "all who strive to be outstanding teachers of psychology." She cited contributions to the Undergraduate Major Guidelines, the P3 conference, and the Best Practice Conferences among the specific achievements recognized by the citation.

### STP Division 2 Fellows Announced

STP (APA Division 2) congratulates the following 5 members elected to Initial Fellow status in Division 2 at the August, 2009 meeting of the APA Council of Representatives:

- Lee Cohen, Texas Tech University
- Stephen Chew, Samford University
- Regan Gurung, University of Wisconsin, Green Bay
- Steven A. Meyers, Roosevelt University
- Bryan K. Saville, James Madison University

### New STP Officers

Dana Dunn  
STP President Elect-Elect

Eric Landrum  
Secretary

Bill Hill and Tom Pusateri  
APA Council Representatives

- Randy Smith for your work as Editor of ToP.
- Bill Hill for your work as Director of Programming.
- Martha Boneau for making undergraduate education work so well. She received our STP informal "Above and Beyond Award."

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